

LONG CANE ELEMENTARY

815 East Greenwood St.
Abbeville, South Carolina 29620

GRADES K-5 Elementary School

ENROLLMENT 463 Students

PRINCIPAL Barry B. Jacks 864-459-5924

SUPERINTENDENT C. Michael Campbell, Ph.D. 864-459-5427

BOARD CHAIR Dr. Larry D. Lawson 864-446-3250

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 4 | 50 | 43 | 2 | 0 |

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Below Average | N/A |
| 2002 | Average | Unsatisfactory | N/A |
| 2003 | Good | Average | No |
| 2004 | Good | Below Average | Yes |

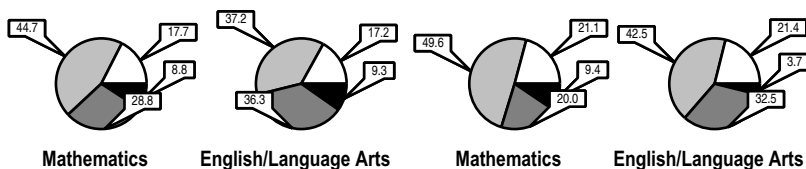
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 223 | 99.6 | 16.8 | 37.4 | 36.4 | 9.3 | 58.4 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 115 | 99.1 | 19.4 | 37.0 | 33.3 | 10.2 | 58.3 | | |
| Female | 108 | 100.0 | 14.2 | 37.7 | 39.6 | 8.5 | 58.5 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 97 | 100.0 | 1.1 | 24.2 | 56.8 | 17.9 | 86.3 | Yes | Yes |
| African-American | 119 | 99.2 | 28.3 | 47.8 | 21.2 | 2.7 | 37.2 | Yes | Yes |
| Asian/Pacific Islanders | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 199 | 99.5 | 15.6 | 37.5 | 37.0 | 9.9 | 60.4 | | |
| Disabled | 24 | 100.0 | 27.3 | 36.4 | 31.8 | 4.5 | 40.9 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 223 | 99.6 | 16.8 | 37.4 | 36.4 | 9.3 | 58.4 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 220 | 99.6 | 16.6 | 37.0 | 37.0 | 9.5 | 58.8 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 135 | 99.3 | 27.1 | 44.2 | 25.6 | 3.1 | 41.1 | Yes | Yes |
| Full-pay meals | 88 | 100.0 | 1.2 | 27.1 | 52.9 | 18.8 | 84.7 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 223 | 99.6 | 17.3 | 44.9 | 29.0 | 8.9 | 53.7 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 115 | 99.1 | 14.8 | 46.3 | 31.5 | 7.4 | 56.5 | | |
| Female | 108 | 100.0 | 19.8 | 43.4 | 26.4 | 10.4 | 50.9 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 97 | 100.0 | 1.1 | 41.1 | 41.1 | 16.8 | 76.8 | Yes | Yes |
| African-American | 119 | 99.2 | 30.1 | 46.9 | 20.4 | 2.7 | 36.3 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 199 | 99.5 | 14.6 | 45.3 | 30.7 | 9.4 | 57.3 | | |
| Disabled | 24 | 100.0 | 40.9 | 40.9 | 13.6 | 4.5 | 22.7 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 223 | 99.6 | 17.3 | 44.9 | 29.0 | 8.9 | 53.7 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 220 | 99.6 | 16.6 | 45.0 | 29.4 | 9.0 | 54.5 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 135 | 99.3 | 28.7 | 49.6 | 19.4 | 2.3 | 34.9 | Yes | Yes |
| Full-pay meals | 88 | 100.0 | 0.0 | 37.6 | 43.5 | 18.8 | 82.4 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 71 | 100.0 | 15.5 | 50.7 | 32.4 | 1.4 | 33.8 |
| | Grade 4 | 73 | 100.0 | 25.7 | 40.0 | 34.3 | N/A | 34.3 |
| | Grade 5 | 83 | 100.0 | 31.6 | 43.0 | 25.3 | N/A | 25.3 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 82 | 98.8 | 8.8 | 25.0 | 45.0 | 21.3 | 66.3 |
| | Grade 4 | 69 | 100.0 | 23.5 | 42.6 | 30.9 | 2.9 | 33.8 |
| | Grade 5 | 72 | 100.0 | 21.1 | 46.5 | 31.0 | 1.4 | 32.4 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 71 | 100.0 | 22.5 | 54.9 | 14.1 | 8.5 | 22.5 |
| | Grade 4 | 73 | 100.0 | 19.7 | 43.7 | 23.9 | 12.7 | 36.6 |
| | Grade 5 | 83 | 100.0 | 26.6 | 51.9 | 13.9 | 7.6 | 21.5 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 82 | 98.8 | 12.5 | 52.5 | 28.8 | 6.3 | 35.0 |
| | Grade 4 | 69 | 100.0 | 23.5 | 42.6 | 23.5 | 10.3 | 33.8 |
| | Grade 5 | 72 | 100.0 | 15.5 | 40.8 | 33.8 | 9.9 | 43.7 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 463) | | | | |
| First graders who attended full-day kindergarten | 100.0% | N/C | 100.0% | 100.0% |
| Retention rate | 0.4% | Down from 5.7% | 2.9% | 2.7% |
| Attendance rate | 99.3% | Up from 94.6% | 96.3% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.0% | | 5.0% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0% | | 3.7% | 3.5% |
| Eligible for gifted and talented | 19.2% | Up from 16.5% | 13.1% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 3.2% | Up from 2.5% | 9.3% | 8.2% |
| Older than usual for grade | 3.2% | Down from 3.8% | 1.0% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | Down from 0.4% | 0.0% | 0.0% |
| Teachers (n= 32) | | | | |
| Teachers with advanced degrees | 40.6% | Down from 41.2% | 48.9% | 51.4% |
| Continuing contract teachers | 87.5% | Up from 85.3% | 89.2% | 87.5% |
| Highly qualified teachers** | 100.0% | N/A | 95.0% | 95.0% |
| Teachers with emergency or provisional certificates | 0.0% | | 0.0% | 0.0% |
| Teachers returning from previous year | 82.5% | Up from 79.6% | 86.3% | 86.7% |
| Teacher attendance rate | 97.9% | Up from 95.3% | 94.5% | 94.9% |
| Average teacher salary | \$37,459 | Up 0.7% | \$40,459 | \$40,760 |
| Prof. development days/teacher | 7.7 days | Up from 7.2 days | 12.5 days | 12.4 days |

School

| | | | | |
|---|-----------|-------------------|-----------|-----------|
| Principal's years at school | 7.0 | Up from 6.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.0 to 1 | Up from 18.9 to 1 | 19.0 to 1 | 18.9 to 1 |
| Prime instructional time | 96.7% | Up from 89.6% | 89.5% | 90.0% |
| Dollars spent per pupil* | \$5,169 | Down 1.2% | \$5,756 | \$6,044 |
| Percent of expenditures for teacher salaries* | 65.0% | No change | 66.0% | 65.9% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | Up from 79.4% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Excellent | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | N/A | 92.0% |
| Highly qualified teachers in high poverty schools** | 92.9% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Long Cane School, we are excited about the direction that we are headed. Academically, we moved out of the "average" school category and into the "good" school category. Our Character Education Program, combined with the finest staff that I've ever had the privilege to work with, has created a learning environment that is second to none. Continued support from the district office has been very encouraging. Even though budget cuts have caused us great concern, we are encouraged that the future is very bright for Long Cane Elementary.

The learning environment created by a strong staff, combined with good teaching preparations, has created an old-fashioned learning environment.

Discipline referrals to the office are almost insignificant.

Our 4-K program at Long Cane has attributed to the fact that our kindergarten, first, and second grades are scoring higher than ever on readiness test for the next grade.

With the help from the district office, our Edutest assessment has increased our ability to know where our students are related to standards through out the year.

Barry Jacks
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 27 | 44 | 36 |
| Percent satisfied with learning environment | 100.0% | 90.9% | 88.9% |
| Percent satisfied with social and physical environment | 100.0% | 83.7% | 91.7% |
| Percent satisfied with home-school relations | 81.5% | 81.4% | 83.3% |

*Only students at the highest elementary school grade level at this school and their parents were included.